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ABSTRACT

The purposes of the study were to (1) determine the overall perception of vocational education in Indiana as held by the general public, (2) determine if there are differences in perceptions related to the various areas within vocational education, (3) identify perceptions of vocational education by junior and senior high school students, elementary secondary teachers and school personnel, parents and patrons of a school district, employers of vocational education graduates, and young adults not currently in school, and (4) identify the determinants of negative and positive perceptions of vocational education. Telephone interviews (by trained interviewers) were conducted with 399 respondents drawn from a stratified random sample based on these factors: Geographical location, population density, number of vocational education programs, junior and senior high school students, parents, school personnel, and employers. Students and school personnel were drawn from a sample of 12 schools selected from a total of 341 schools in Indiana. Results showed that (1) vocational education in Indiana is perceived more favorably than unfavorably, however, the discipline areas of vocational education are not viewed in the same manner by the general public, parents, students, school personnel, and employers, and (2) perceptions and opinions related to vocational education are influenced to a greater degree by personal and physical exposure to vocational education programs rather than through indirect more passive approaches. Recommendations are included in this report. (SH)

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Technical Report

ASSESSMENT AND EVALUATION OF THE PUBLIC'S PERCEPTION OF VOCATIONAL EDUCATION IN INDIANA

by

Dr. Betty A. Sawyers

Department of Education
Purdue University
Lafayette, Indiana 47907

1976

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CE 010 123

State Board of Vocational and Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, Indiana 46204

FINANCIAL STATEMENT FOR FINAL REPORT ENDING 7/31/76
(Date)

Project Number 34-75-C

ITEMS	Project Budget FY 19__		Total Expenditures on Project		End of Project Balance:	
	Agency	Federal	Agency	State/Federal	Agency	State/Feder
A. DIRECT EXPENDITURES						
1. Personnel		4,465.00		4,400.04		64.96
2. Contractual services Clerical & Interviewers		2,700.00		2,439.96		260.04
3. Employee benefits		885.00		919.01		(34.01)
4. Travel		450.00		435.76		14.24
5. Supplies and materials		200.00		66.15		133.85
6. Communications(include phone calls, printing) (inc. final report)		850.00		458.52		391.48
7. Properties(rentals or purchase of equip.)						
8. Facilities						
9. Product production and dissemination						
10. Project Evaluation						
B. INDIRECT EXPENDITURES			4,086.03			
C. TOTAL EXPENDITURES		9,550.00	4,086.03	8,719.44		830.56

3

Project Monitor

Director: B. Sawyers

4

LEA: Purdue Research Foundation

Financial Officer: _____

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ABSTRACT

The Problem and Objectives

The purpose of this study was to define the general image of vocational-technical education in Indiana as represented by a statistical sampling of respondents from a variety of identified categories. The objectives of the investigation were to:

1. Determine the overall perception of vocational education held by the general public.
2. Determine if there are differences in perceptions related to the various areas within vocational education.
3. Identify the perceptions of vocational education held by the following publics: (a) junior high school students, (b) senior high school students, (c) elementary, secondary teachers and school personnel, (d) parents and patrons of a school district, (e) employers of vocational education graduates, (f) young adults not currently in school.
4. Identify the determinants of a positive/favorable perception of vocational education.
5. Identify the determinants of a negative/unfavorable perception of vocational education.
6. Based on findings design strategies that may be employed to modify negative perceptions and strengthen positive perceptions.

Methodology

A stratified random sample of 12 schools was selected from a total population of 341 schools in Indiana. Only high schools with one or more vocational education programs were included. Area vocational schools were excluded.

The sample was stratified based on nine factors: geographical location, population density, number of vocational education programs, senior high students, junior high students, parents, school personnel, and employers.

Telephone interviews were conducted with 399 respondents in the identified categories by trained interviewers. Data was collected March, 1976 through June, 1976.

Results and Conclusions

Vocational education in Indiana is perceived more favorably than unfavorably. The discipline areas of vocational education are not viewed in the same manner by the general public. Perceptions and opinions related to vocational education are influenced to a greater degree by personal and physical exposure to vocational education programs. School personnel have a "low status" rather negative perception of vocational education. Junior high students, senior high students, parents, school personnel and employers differ in their perceptions of various aspects of vocational education.

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INTRODUCTION

Background

National manpower surveys estimate that the number of young people who will enter the labor force in the 1970's will be a much greater number than the country has ever had to educate, train and absorb into employment in any previous similar time period. An analysis of the kinds of jobs requiring workers reveals that there will be a reduced number available for the non-skilled, inexperienced applicant. There will exist a substantial increase in the demand for professional, technical and skilled workers. Further analysis has resulted in the statement that by 1980, eighty percent of the jobs in the United States can be effectively performed by workers with less than a baccalaureate degree.

In our society the development of human skills is accomplished in numerous ways; including post-secondary educational programs, on-the-job training, apprenticeship programs, as well as vocational and college preparatory curricula in the secondary schools.

Attitudes toward and perceptions of vocational-technical education affect to a marked degree the development, implementation and maintenance through active continued support of such educational programs. To rely on the development of favorable public attitudes through observable results of vocational education requires a lengthly period of time and fails to maximize other very effective techniques for influencing public opinion. There is agreement that relevant curricula, effective teaching, and sound administration are in some instances recognized by the public and make an essential contribution to creating a favorable image. There is also argument that even the most effective and productive educational programs require continuous dynamic publicity, explanation, interpretation and emphasis.

Public dollars are a public trust and administrators and educators have a distinct responsibility to inform patrons concerning the purposes, functions, and needs as they relate to vocational-technical education. The availability of educational opportunities and the achievements of participants are important aspects to include in publicizing any educational program. In addition to providing information about vocational-technical education programs, as envisioned in the 1963 Vocational Education Acts it is essential that employees who hire graduates, citizens who help "pay the bill", students and potential students who are or who will be program trainees and parents who help influence career decisions have an accurate and favorable perception of vocational-technical education.

Research focusing on attitudes related to vocational-technical education indicate that findings from such studies can be employed to improve, strengthen, and expand vocational-technical educational programs. This study is designed to access the public's perception of vocational education in Indiana. It is hoped that findings resulting from the activity can be utilized at the state and local level to improve vocational-technical education especially at the secondary level.

Related Studies

A review of literature related to public opinion concerning vocational-technical education revealed findings and recommendations that helped in designing and conducting this study.

The attitudes of 120 local administrators regarding the financing of vocational education in Michigan was explored in 1963 by Wenrich and VanDyke.[10] They found that these administrators felt that few programs would be eliminated and that most programs would continue unaltered or with limited modification, should salary reimbursement be eliminated.

Wenrich and Ollenburger[5] in the same year reported a closely related study entitled: High School Principals' Perceptions of Assistance Needed in Order to Develop More Adequate Programs for Employment-Bound Youth. Principals perceived that the need for assistance in (1) assessing the needs of in-school and out-of-school youths and the needs of employers and (2) operating specialized programs designed to prepare in-school youth for employment were greatest. A majority of the principals felt that they did not have time to give leadership to such programs.

In 1964, Ralph Wenrich and Robert Crowley[9] conducted research entitled, Vocational Education as Percieved by Different Segments of the Population. They reported that the general favorability of parents toward education included vocational education. Parents wanted to see effective programs available for youth who were interested in and who could benefit from such programs. School teachers while favorable in general were not satisfied with the scholastic records of students in vocational programs. It was also found that individuals whose support for an improved vocational program would be necessary, because of their income level, educational level and occupational status, had little knowledge of the program. Lack of such information will with certainty affect their attitude of favorability.

Other findings of this study include the following:

- There was no sharp division between men and women in their attitudes toward vocational education at the secondary level.
- Older persons tended to be more unfavorable than younger persons.
- Individuals classified as administrators and professional were more unfavorable than individuals in other categories.
- Workers and administrators who had not had personal experience with vocational education were more highly favorable than other workers and administrators.
- Respondents with advanced degrees tended to be unfavorable toward vocational education in high school.
- Individuals who were acquainted with students in vocational education were more favorable than those who were not.

The attitudes of public school administrators, vocational education supervisory personnel and teacher educators in Ohio were assessed by Darrel L. Parks[6] in 1968. Recommendations for further study based on findings of this research included:

1. The assessment of attitudes of vocational and non-vocational teaching personnel and guidance counselors regarding vocational.

2. The assessment of attitudes of business, industry, labor unions, and parents regarding vocational education in the public schools.

3. The measurement of understandings concerning vocational education on the part of teachers, counselors, business, industry, labor unions and parents.

4. A measurement of the effectiveness of vocational education programs in terms of placement, job performance and advancement.

Hugh Gilliland[2] in a study conducted in Missouri measured the attitude of slum dwellers and suburbanites toward blue collar occupations and vocational education. He found that educators had the most favorable attitude toward vocational education. Parents had a slightly less favorable attitude. The mean attitude scale scores of students were considered favorable, yet they were less favorable than those of educators and parents. In addition, students sampled indicated that they had had little experience in vocational education and did not desire to be involved in such educational programs. The researcher concluded that prestige factors appeared to be involved in the less favorable attitudes of some respondents.

The attitudes toward occupational education held by school board members in 770 school districts in New York state were measured by James Spengler[7] in 1970. He found more positive attitudes were held by members of urban districts and Boards of Cooperative Educational Services than those in suburban or rural districts. Board members with a number of years of service tended to have more positive attitudes than members with little board experience.

The Ohio State Department of Education[4] in 1971 administered an instrument to 29,864 students and 15,463 parents to determine parent and student response to vocational education. Findings were that both adults and youth had positive feelings concerning vocational education. There was a strong indication that respondents felt teachers in vocational education programs should have related work experience prior to teaching. Slightly more than half the parents indicated that they were satisfied with educational programs in their schools. Students express less satisfaction with available programs.

Spooner[9] designed and conducted a study to compare attitudes of school superintendents toward vocational education in districts that contract their vocational training to other vocational school districts and those that do not. He found that there was no significant difference in attitude between administrators in the two types of districts. Administrators also expressed no difference in attitude toward the value of vocational education for students in different scholastic ranges.

In an extensive study resulting in a book entitled, The Role of the Secondary Schools in the Preparation of Youth for Employment, Kaufman[3] and associates report that vocational education is still considered by many as in some way "inferior" and that the term "dumping ground" is often applied to it.

Negative attitudes toward vocational education were found among teachers. Teachers from exclusively vocational high schools were found to be the most favorable in attitude toward vocational education. Academic teachers from comprehensive high schools ranked lowest in attitude toward vocational education and tended to reject any suggestions to expand vocational education programs. Such teachers held the view that vocational students had inferior ability. This attitude was apparently communicated to vocational students in comprehensive schools because they reported a feeling of being "looked-down on".

Employers especially larger ones were less than enthusiastic about vocational education. Many expressed the belief that they could give better on-the-job training. Five employers indicated a strong preference for vocationally trained graduates. Employers who had experienced active contact and involvement with vocational education were more favorable in attitude than those who had not. One recommendation resulting from such findings was that administrators in vocational education need to assume leadership in stimulating the active participation in vocational education of all concerned segments of society.

The Purdue Opinion Panel since 1941 has surveyed the attitudes, beliefs and behavior of American youth. Poll No. 95[1] reports on the educational attitudes of more than 12,800 students in grades 10, 11, and 12 in public and private schools throughout the United States. Two general conclusions concerning educational attitude were reported. Most high school students have positive attitudes about the value of education. All people should have at least a high school education is a view expressed by students included in this survey. Sixty-two percent of the students believe that school is important not only for its practical value but becuase learning itself is very worthwhile.

The second conclusion focuses on teacher-student relationships. There appears to be an optimal teacher-student relationship that serves to facilitate a student's opportunity to succeed in the school environment thereby stimulating a positive attitude about school. Such a facilitating situation is described as one in which "all or most of the teachers: (1) encourage the students to do their best, (2) treat students as responsible individuals, (3) are willing to listen to students' opinions, (4) understand students, (5) are willing to employ students' suggestions, and (6) offer to help students develop effective study and work habits."

Positive attitudes toward school were found to be more prevalent among white than non-white students. Non-white students indicated a less positive attitude toward the value of high school education if it does not result in a job.

The Problem and Objectives

The purpose of this study was to define the general image of vocational-technical education in Indiana as represented by a statistical sampling of respondents from a variety of identified categories.

The objectives of the study were to:

1. Determine the overall perception of vocational education held by the general public.

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4. Identify the determinants of a positive/favorable perception of vocational education.

5. Identify the determinants of a negative/unfavorable perception of vocational education.

6. Based on findings design strategies that may be employed to modify negative perceptions and strengthen positive perceptions.

Methodology

The Sample

Schools

A stratified random sample of schools were selected for the study. (See Appendix A). Only high schools with one or more vocational education programs were included. Area vocational schools were excluded. The State Department of Public Instruction Vocational Division records were utilized to identify schools with approved vocational programs for the 1975-76 school year. Included were the following types of programs, agriculture, health occupations, distributive educaltion, home economics, business and office education, trades and industrial education, pre-vocational education, interdisciplinary cooperative education, and industrial cooperative training. A total of 341 schools constituted the population (See Table 1).

Table 1. Population from which the sample was selected.

Factors	Number of Schools
Urban North 1-3 programs	16
Urban South 1-3 programs	16
Urban North 4+ programs	5
Urban South 4+ programs	9
Suburban North 1-3 programs	11
Suburban South 1-3 programs	7
Suburban North 4+ programs	2
Suburban South 4+ programs	1
Rural North 1-3 programs	108
Rural South 1-3 programs	107
Rural North 4+ programs	37
Rural South 4+ programs	22
TOTAL	341

The sample was stratified based on nine factors. Tables 2 and 3 provide a detailed summary of the stratification distribution.

Table 2. Stratification for factors: geographical location, population density and number of programs.

Stratification Classification	Random Sample (N)	%
North	206	51.6
South	193	48.4
TOTAL	399	100.
Urban	129	32.33
Suburban	143	35.84
Rural	127	31.83
TOTAL	399	100.00
1-3 Vocational Education Programs	186	46.6
4 or more Vocational Education Programs	213	53.4
TOTAL	399	100.0

The Indiana Planning and Development Regions were used as a basis for dividing the state into North and South sections. Regions numbered 1-6 formed the section specified "north" and regions numbered 7-14 constituted the section specified "south".

Urban, suburban and rural were the three classifications relating to population density. "Urban" was defined as a city with a population of 100,000 or more. "Suburban" was defined as areas outside urban boundaries and within a twenty-mile radius. "Rural" included all other geographical areas.

Categories based on number of vocational programs included the following groupings: schools with from 1-3 programs constituted one grouping and schools with 4 or more programs formed a second grouping.

The following classifications for school in the "north" resulted: north, 1-3 programs; north, urban, 4 or more programs; north, suburban, 1-3 programs; north, suburban, 4 or more programs; north, rural 1-3 programs and north, rural, 4 or more programs.

An identical scheme was devised for the geographical area defined as "south".

Identified schools were numbered consecutively within their classification and a table of random numbers were used to identify the twelve schools included in the sample. A first, second, third, and fourth alternate school was randomly selected to replace a principle school should it be unable to participate. It became necessary to use the second alternate school for the urban, south, 4+ programs. The first alternate school was used for the suburban, south, 1-3 programs.

The superintendent of schools for each of the twelve schools was contacted by letter to obtain permission for the school to participate in the study. Following such permission, a graduate assistant visited each school and identified individual students, parents, school personnel and when possible employers of vocational graduates. A table of random numbers was used to identify respondents and alternates.

In order to obtain respondents in the junior high category it became necessary in several instances to identify these students from junior high schools affiliated with the senior high school in the school sample. (See Appendix A).

Before contact with selected respondents could be made, it was necessary to obtain signed informed consent forms. Upon the return of these forms, telephone numbers were released to the investigator. Three hundred and ninety-nine respondents provided data for this study. Table 3 provides a detailed summary of individuals included in the study.

Table 3. Stratification of participants

Classification	Random Sample (N)	%
Junior High Student	86	21.5
Senior High Student	79	19.8
Parents	85	21.3
Teachers	66	16.5
School Administrators	11	02.8
Employers	60	15.0
Guidance Counselors	12	03.0
TOTAL	399	100.0

The Instrument

The instrument used in this study consisted of 62 items describing aspects directly related to the objective of the investigation. A number of statements used in studies reviewed in the literature were utilized. Other statements were developed and submitted to a jury composed of university vocational educators, directors of area vocational schools and graduate students in vocational education who were asked to sort the cards into two groups; those that tended to reflect favorably upon vocational education and those that tended to reflect unfavorably upon vocational education. To be included in the field test instrument, a statement had to be selected for the same category by 80 percent of the jurors.

An instrument was prepared using the selected statement. Five possible responses were to be used, strongly agree, agree, uncertain, disagree, strongly disagree. The instrument was to be used to collect data by telephone, therefore, several field tests were conducted.

A variety of university students responded verbally to the statements as they were read aloud to them. There was confusion concerning the response categories. Several statements were rephrased and clarified.

A second test was conducted by interviewers using the telephone to solicit response from friends and teaching colleagues. Again, there was confusion concerning the five possible responses. As a result of this test, the categories were modified to include agree, uncertain, disagree, don't know or no opinion for most statements.

During the testing of the instrument, it became evident that respondents did not differentiate between vocational education, occupational education, and career education. All three terms are used in many of the statements in the instrument.

A final form of the instrument was prepared and reviewed by selected participants of the Indiana Leadership Development Program for Vocational Administrators and by five of the six advisory council members. Each interviewer further checked it out on five additional telephone respondents before actual collection of data began.

In the final instrument statements were grouped as sub-statements under prime numbers; i.e.: 15(1), 15(2), 15(3) ... in order for the interviewer to refer to 22 major statements instead of 62 items.

Data Collection

Participants in this study responded to the instrument by telephone interview.r In order to control for interviewer bias each of eight trained interviewers contacted equal number of respondents in each of the twelve schools. Attempts to make contact were repeated until the participant was reached.

Each item was read in its entirety and then repeated to facilitate the participant's forming a response. Interviewers followed the instrument closely and refrained from interjecting any wording other than that included in each item. When necessary, the interviewer could repeat an item if requested.

Telephone calls were made in late afternoon, early evening, and on Saturdays. Responses were recorded by hand on an answer sheet.

In several instances when for reasons such as moving, discontinuing telephone service or for some other similar reason a selected respondent could not be reached by telephone, an alternate was used.

Statistical Analysis

Standard statistical indicators, the computed mean for total N for each variable and the standard deviation were analyzed to interpret the overall perception of vocational education in this study.

Pearson product-moment correlation coefficients were used to identify statements constituting profiles for each of six population segments. The correlation coefficient, r, was used to measure the strength of the relationship between each two appropriate variables. Tests of significance for each coefficient were computed. Statements with significance at the .01 and .05 level were included in a population segment profile.

Factor analysis was employed to permit the researcher to explore the underlying pattern of relationships that existed in the data. This type analysis had the capability of data summarizing through the detection of a patterning of variables. The analysis consisted of three major steps: (1) preparation of the total inter variable correlation matrix (2) extraction of initial factors and (3) rotation to terminal factors. (A VARIMAX rotation was employed in this analysis.) Factor-score coefficients for each variable for respective factor resulted.

Factor scales were constructed employing only those variables that had substancial loadings on a given factor. Variables with a factor-score coefficient of .35 or greater were utilized in identifying the eleven factors discussed.

FINDINGS AND DISCUSSION

The findings of this study will be discussed in three sections: (1) The general perception of vocational education in Indiana as indicated by responses from 399 participants in this survey (2) The perceptions of vocational education as represented by the specific groups of responding participants and (3) factors that are viewed as important in relation to vocational education.

Overall Perception of Vocational Education

Respondents in this study indicated a more favorable than unfavorable perception of vocational education in Indiana. An analysis of the responses of participants to sixty-two items describing numerous aspects of vocational education provides the following summary. At least eight-nine percent of the respondents indicated almost complete agreement with fifteen items, ninety-three percent or more indicated only slightly less agreement with seven other items, and eight-nine percent or more indicated more agreement than indecision concerning twenty additional items. (See Tables 4, 5 and 6).* On fourteen items eighty-nine percent or more indicated indecision. At least eighty-three percent stated disagreement with nine of the sixty-two items. (See Tables 7 and 8).

Table 4. Items with which respondents indicated the highest level of agreement.

Items	Cases	Mean	Std. Dev.
18(5)	399	2.97	.217
18(6)	390	2.94	.327
15(1)	388	2.92	.361
11	397	2.92	.341
7	379	2.92	.340
15(4)	391	2.91	.402
3	368	2.90	.345
18(4)	397	2.84	.495
21(1)	388	2.84	.489
17(4)	384	2.83	.509
15(7)	392	2.82	.511
12	363	2.79	.536
17(1)	374	2.79	.668
17(2)	385	2.78	.571
17(5)	356	2.76	.587

* A mean of 3.00 indicates complete agreement; a mean of 2.00 indicates indecision and a mean of 1.00 or less indicates disagreement.

Table 5. Items with which respondents indicated a medium level of agreement.

Item	Cases	Mean	Std. Dev.
18(8)	386	2.81	.541
15(2)	385	2.74	.634
6	387	2.73	.611
15(5)	392	2.73	.663
18(7)	384	2.68	.689
16(1)	397	2.67	.544
2	372	2.65	.696

Table 6. Items with which respondents indicated the lowest level of agreement.

Item	Cases	Mean	Std. Dev.
16(4)	396	2.64	.540
16(7)	397	2.63	.579
13	376	2.60	.763
19(3)	371	2.60	.740
17(3)	378	2.59	.735
21(3)	374	2.59	.747
16(5)	396	2.58	.637
21(5)	383	2.58	.761
10	378	2.56	.796
20(1)	396	2.54	.815
9	362	2.52	.788
15(6)	384	2.51	.817
18(3)	396	2.50	.825
16(2)	397	2.43	.646
21(2)	391	2.42	.840
8	377	2.39	.848
15(3)	384	2.37	.876

Table 7. Items about which respondents were undecided.

Item	Cases	Mean	Std. Dev.
5	355	2.34	.911
22(3)	399	2.32	.949
22(4)	399	2.31	.951
4	363	2.25	.925
14	267	2.25	1.004
16(6)	397	2.08	.756
19(1)	358	2.06	.928
16(3)	397	2.04	.777
21(4)	379	2.03	.941
20(2)	390	2.02	.959
22(2)	398	2.02	1.001
20(3)	387	1.93	.954
1	383	1.87	.911
22(5)	399	2.06	.995

Table 8. Items with which respondents indicated disagreement.

Item	Cases	Mean	Std. Dev.
22(6)	399	1.81	.983
18(2)	393	1.80	.931
19(2)	359	1.80	.913
20(4)	388	1.57	.870
22(1)	399	1.54	.889
19(4)	330	1.52	.818
22(8)	397	1.48	.854
18(1)	389	1.38	.746
22(7)	399	1.35	.766

Respondents indicated that communities which had vocational education programs realized beneficial results from such programs. It was the general view that for many students in high school there should be greater emphasis on earning a living through an occupational education program and that vocational education in the public schools served to prevent high school drop-outs. Graduates of vocational education programs were perceived as having a variety of avenues of advancement open to them.

Respondents in this survey indicated that both boys and girls should be encouraged to enter any of the occupational education programs and that more of the school budget should be allocated for occupational education.

Career education defined for the participants as, "facts that inform students about kinds of jobs and the skills needed for such jobs plus opportunities to gain skill in one or more areas" was not viewed as important to include in kindergarten, primary or elementary curricula. It was seen as forming a part of the curriculum for junior high school, senior high school, junior and technical colleges, universities and in adult education programs.

There was agreement that vocational education should offer students the opportunity to gain job entry skills in occupations identified as trades and industry types, in office and business education and in technical fields. Less agreement was indicated in relation to job entry skills for occupations in agriculture and agri-business and in homemaking and related service occupations.

The status and ability of students and graduates of vocational education programs was not positively viewed by respondents in this study as is indicated by their agreement with statements describing graduates of vocational education programs as individuals generally suited for unskilled work only and as workers who use their hands rather than their minds.

There was slightly more agreement than indecision concerning such ideas as making available free occupational education after high school, using funds for vocational programs for out-of-school youth and adults and for people with special needs. There was more agreement than indecision concerning two other aspects; using funds for building and equipment and perceiving graduates of vocational education programs as skilled workers.

Persons responding to the instrument used in this study were undecided concerning the very important issue of whether to use educational resources primarily for academic preparation or vocational education. This indecision parallels their inability to decide whether students enrolled in vocational education programs were thought to be in a less desirable program than general or academically oriented students.

Respondents were undecided whether or not most public schools provide vocational education early enough.

Responses indicate that participants were undecided concerning whether or not occupational educational programs currently offered in high schools are up-to-date or out-of-date. There was indecision as to whether or not equipment and facilities required for vocational programs need to be highly specialized.

The professional background, skill and work experience of the teacher was not clearly perceived by respondents. They were undecided concerning whether the teacher should have a university degree and a teaching license in addition to a high degree of skill and work experience.

Respondents indicated a degree of indecision regarding whether or not vocational education was needed to insure an adequate and efficient supply of labor.

Disagreement with statements related to offering career education at the kindergarten and in the elementary grades may be interpreted as either an unfavorable or uninformed perception of vocational education within the total model of career education.

Perception Profiles of Respondent Groups

Support and coordination of vocational education evolves from numerous individuals, businesses and groups within a school corporation or district. In order to maximize promotional and recruitment activities it would be beneficial for vocational educators to know if there are differences in the manner in which vocational education is viewed by various segments of the population. If there are differences in perception, the identification of points of difference would permit efforts to inform the public and to enlist their support to be concentrated on only those aspects which are viewed in a less favorable or negative light.

The responses to individual items for each of five groups; junior high school students, senior high school students, parents of school students, school personnel (administrators, teachers and guidance counselors) and employers were correlated with the item responses made by all other participants. Correlation coefficients which indicated significant differences could be interpreted as being characteristic of that specific group. A profile, descriptive of perceptions for identified groups, could be drawn from an analysis of the variables which had a significance level of .01 and .05.

Profile of Parents

Parents indicated that they felt it was more important to provide many students with vocational education that it was to use the time for basic education. They did not support free occupational education after high school. This finding may require further investigation as it appears an unusual position for parents to hold and is very different from the viewpoint of both junior and senior high school students. (See Table 9)

Possibly parents in this sample did not "see" their child availing themselves of occupational training after high school and were therefore non-supportive. Free occupational education after high school might also have been viewed by parents as a measure that would increase taxation. Currently throughout the nation there is resistance to educational efforts that increase taxes.

Table 9. Significant correlations of responses to identifed items by parents.

Item No.	N	Correlation Coefficient	Level of Significance
1	383	-.140	.006
8	377	-.145	.026
15(1)	388	-.113	.026
15(6)	384	.114	.025
16(6)	397	.123	.014
19(3)	371	.107	.040
20(1)	396	-.155	.002
20(3)	387	.141	.005
20(4)	388	-.132	.009
22(1)	399	-.234	.001
22(4)	399	-.307	.001
22(6)	399	-.131	.009

Parents indicated that homemaking and related service occupations were important to include in the vocational program and that students should obtain skills in this area. Interpretation of parents responses concerning an opportunity for students to obtain skills in occupations related to trades and industry could be viewed as negative since they did not view other vocational areas as important.

Parents view the facilities and equipment for vocational education programs as being no different than those needed for academic classes. This finding suggests that parents should be exposed to more information concerning facilities and equipment. Open house, visitation, field days, back-to-school sessions or any other activities that would increase awareness of the facilities and equipment requirements for effective vocational education programs are needed.

Parents in this sample indicated that they were not enrolled in nor had they completed a vocational education program. Their opinions related to vocational education had not been influenced by general discussion in the community nor by explanations of vocational education by teachers and school administrators. This condition denotes the need for a more active public relations program on the part of vocational teachers and area directors.

Profile of Senior High School Students

Unlike the parents in this study, senior high school students indicated a significant interest in free occupational education after high school. (See Table 10.). They perceived graduates of vocational education programs as being skilled workers. Senior high school students indicated they wanted teachers of occupational classes to be highly skilled, have work experience and a university degree. A high degree of skill and work experience without a university degree was viewed negatively by these students.

Table 10. Significant correlations of responses to identified items by senior high school students

Item No.	N	Correlation Coefficient	Significance Level
8	377	.140	.006
15(3)	384	-.144	.005
15(6)	384	-.176	.001
16(3)	397	-.172	.001
16(6)	397	-.147	.003
17(3)	378	.118	.022
18(1)	389	-.109	.031
18(2)	393	-.172	.001
18(3)	396	-.100	.046
20(1)	396	.158	.002
20(2)	390	.108	.032
20(3)	387	.128	.012
22(1)	399	.164	.001
22(4)	399	.134	.007

The senior high school students in this sample indicated that enrollment in vocational education was characteristic of the group and that their opinion of vocational education had been influenced by explanations of teachers and school administrators.

Profile of Junior High School Students

Due to the fact that there were significant correlations on slightly more than half of the items for the junior high school group, discussion will include only items with test of significance at the .01 level. (See Table 11).

Table 11. Highly significant correlations of responses to items by junior high school students.

Item No.	N	Correlation Coefficients	Level of Significance
2	372	-.141	.007
3	368	-.216	.001
7	379	-.144	.005
8	377	.179	.001
10	378	-.307	.001
13	376	-.280	.001
15(6)	384	-.180	.001
16(1)	397	-.133	.008
18(3)	396	.138	.006
18(5)	399	-.130	.009
19(3)	371	-.144	.005
20(1)	396	.177	.001
20(2)	390	-.137	.007
20(3)	387	-.262	.001
20(4)	388	.148	.004
21(1)	388	-.208	.001
21(2)	391	-.141	.005
21(4)	379	-.237	.001

A study of the number of items having a significant correlation for junior high school students conveyed the impression that this group was not decisive concerning their view of vocational education. The results of the correlations may also be interpreted as perceptions held by a group lacking information related to the topic since this group indicated that they did not know much about vocational education. Junior high students in this study had not read materials describing vocational education programs nor had they visited or observed vocational education programs. They indicated enrollment in vocational education programs which would further imply misconceptions as there are no vocational education programs per se at the junior high school level in Indiana. The junior high school students responses had been influenced by information presented on television.

A summary of the content of items with which junior high school students showed agreement supports research findings that this age group is self-concerned and has not developed an "other" or community orientation. The junior high school student was interested in career education in middle school but not in senior high school or in adult programs. They were interested in free occupational education after high school and viewed an important use of vocational

education funds for programs and services for high school and out of high school youth. Use of vocational education funds for academic programs was viewed negatively by this group.

Junior high school students did not think vocational education programs should be geared to students of low academic ability. They did not "see" graduates of vocational education programs as workers with their hands rather than their minds. Being hindered from higher education as a result of completing a vocational education program or having little or as opportunity for career advancement due to vocational education was not perceived by the junior high school students in this study.

Students in this category viewed facilities and equipment for vocational education as being different from those needed for academic classes. Junior high school students in this study placed higher value on a university degree and a teaching license rather than on a high degree of skill and work experience for teachers in vocational education programs.

This group of students did not think vocational education served to prevent school drop-outs nor did they think vocational education benefitted the community. The junior high school students did not think it important to offer vocational education programs in trades and industry nor in homemaking and related service occupations. They did not feel that parents need to be better informed concerning the value of occupational education.

Profile of School Personnel

Responses of teachers, guidance counselors and administrators were combined to provide a total number for the group comparable to the other four categories. An examination of the correlations provided the following profile for this important segment of the population.

Administrators, guidance counselors and teachers perceived vocational education as hindering students from further education after high school. (See Table 12). They think vocational programs should be geared mainly for youth of limited academic ability and that graduates of vocational education programs work with their hands rather than their minds and with little or no opportunity for occupational advancement. This group indicated that earning a living should not receive greater emphasis through occupational education programs in high school. They did not favor free occupational education after high school nor were they in favor of setting aside more money of the school budget for occupational education. This group saw facilities and equipment for vocational education as being no different than those needed for academic programs. Such a view might be expected from non-vocational educators if they were uninformed concerning the purposes and implementation of vocational education programs. Respondents in this category reported that their opinions related to vocational education had been influenced by reading materials describing vocational education programs, by visiting and observing such programs, and by discussion and comments from community members. They indicated that they were knowledgeable concerning vocational education.

Table 12. Significant correlations of responses to identified items by school personnel.

Item No.	N	Correlation Coefficient	Significance Level
6	387	-.108	.034
8	377	-.202	.001
10	378	.239	.001
12	363	-.149	.004
13	376	.122	.018
14	267	.202	.001
15(1)	388	.120	.018
15(6)	384	.169	.001
16(6)	397	.190	.001
17(2)	385	.102	.045
17(4)	384	.115	.025
18(1)	389	.277	.001
18(2)	393	.212	.001
18(3)	396	.133	.008
19(3)	371	.176	.001
20(2)	390	.141	.005
20(3)	387	.167	.001
21(2)	391	.163	.001
21(4)	379	.237	.001
21(5)	383	.130	.011
22(1)	399	-.110	.029
22(3)	399	.144	.004
22(5)	399	.216	.001
22(6)	399	.109	.030
22(8)	397	-.146	.004

Administrators, teachers and guidance counselors in keeping with their general view of the status of vocational education indicated that from seven broad groupings; (1) trades and industry (2) agriculture and agri-business (3) sales and service (4) office and business (5) health occupations (6) homemaking and related service occupations and (7) technical fields, students should have the

opportunity to obtain job entry skills in only trades and industry types of occupations and homemaking and related services. Members in this sample indicated disagreement with the view that most occupational education programs currently offered in high school are out of date.

This group saw career education being taught in kindergarten through middle school. They also indicated an important use of vocational education funds to be that of providing programs and services for people with special needs.and for out-of-school youth. To the detriment of vocational education this group perceived an important use of vocational education funds to be for academic programs also.

In relation to vocational education teachers, administrators, guidance counselors and teachers placed slightly more importance on a high degree of skill and work experience than on a university degree and a teaching license.

Profile of Employers

Employers of vocational education graduates constitute a most important segment of the population concerned with vocational education. Their rating of vocational education trained workers along with the employment record established by the individual graduates serve as the ultimate evaluation of vocational education programs.

The employers included in this study indicated that students should have an opportunity to obtain job entry skills in trades and industry types of occupations and saw graduates of vocational education programs as skilled workers. This group did not place high value on a university degree and a teaching license for teachers of vocational programs. (See Table 13).

Table 13. Significant correlations of responses to identified items by employers.

Item No.	N	Correlation Coefficients	Level of Significance
1	383	.180	.001
13	376	.187	.001
14	267	.202	.001
16(1)	397	.099	.049
17(3)	378	.211	.001
18(1)	389	-.129	.011
18(3)	396	-.162	.001
19(1)	358	-.169	.001
20(1)	396	-.134	.007
21(3)	374	-.108	.037
22(7)	399	-.122	.014
22(8)	397	-.138	.006

This segment of the population indicated that it is more important to provide many students with a basic education than to use the time for vocational education. They perceived vocational education as hindering students from further education after high school. Employers saw most occupational education programs currently offered in high school as being out-of-date. They do not advocate career education in the early school years, kindergarten through middle school.

Highly specialized facilities and equipment for vocational education programs are not percieved necessary by employers nor do they think it important to use vocational education funds for building new facilities for vocational education programs. This group indicated that they were informed and knowledgeable concerning vocational education.

Factors Important in Vocational Education

In an attempt to identify from a large number of variables those which are viewed as most important in relation to vocational education a factor analysis was made. Eleven components were factored out of the sixty-two items. This section identified these factors and discusses their implications.

The factor with the greatest number of statements with high loadings may be identified as *Status Symbol of Vocational Education*. Included in this factor were seven statements indicating a low status for vocational education. (See Table 14).

Table 14. Status Symbol of Vocational Education Factor 1.

Statement	Factor-Score Coefficients
4. Students enrolled in vocational education programs are thought to be in a less desirable program than general or academically oriented students.	.382
10. The occupational education program in high school should be geared mainly for youth of limited academic talent.	.566
13. In my opinion taking occupational education hinders students from further education after high school.	.426
14. Most occupational education programs currently offered in high schools are out-of-date.	.360
17(1) Graduates of vocational education programs are generally suited only for unskilled work.	.497
17(2) Graduates of vocational education programs work with their hands rather than their minds.	.614
17(4) Graduates of vocational education programs have little or no chance of advancement.	.587

This suggests that students in vocational educational programs are not held in esteem by others. Such a viewpoint has been identified in earlier research. Apparently vocational educators have been unsuccessful in the intervening years in combating this view, or they have neglected to devote enough effort in this direction. From the nature of the items and their loadings it appears that concentrated attention should be focused on informing the public of the academic caliber of vocational education, of the nature of the content of courses of instruction. of the level of skill developed and of future opportunities for vocational education graduates.

A second factor may be named *Early Career Education*. Four statements with high loadings are included in this factor. (See Table 15).

Table 15. Early Career Education Factors

Statements	Factor-Score Coefficients
18(1) Career education should be taught in kindergarten and primary grades.	.565
18(2) Career education should be taught in elementary grades.	.710
18(3) Career education should be taught in middle school	.723
18(4) Career education should be taught in junior high school.	.585

Implications of this factor appear to indicate emphasis on career education throughout the early years of schooling. Based on information related to the limited number of schools in Indiana that have an integrated career education program, the identification of this factor may indicate a desire on the part of the public to increase the number of schools with such programs.

A vocational area or an occupational cluster may be defined as a group of recognized occupations having many similiarities, including the following characteristics in common; the type of work performed; the basic aptitudes and acquired knowledge and training required; the tools, machines, instruments, other equipment and the basic materials used.

Factor 3 indicates that the public does not see all such areas as being of eaual importance, value or status. (See Table 16).

Table 16. Practical-Service Occupations Factors

Statement		Factor-Score Coefficients
15(3)	Vocational education should offer students the opportunity to gain job entry skills in sales and service positions such as cashiers and stock boys.	.697
15(5)	Vocational education should offer students the opportunity to gain job entry skills in homemaking and related service occupations such as restaurant cooks.	.590
16(4)	It is important to include in the vocational education program training for office and clerical jobs such as secretaries and file clerks.	.496
16(6)	It is important to include in the vocational education program training in homemaking and related service occupations such as restaurant cooks.	.644

Compared with the elements included in factor 3, the public views the elements included in factors 4 and 6 as being different from those included in factor 3. Additional research is needed to identify specific differences in attitude. Such research may also help explain why there is a difference in attitude regarding how the various areas of vocational education are viewed.

From an examination of statements included in these three factors, factor 3 may be identified as *Practical-Service Occupations*, factor 4 may be labelled *Scientific, Technical Occupations*, and factor 6 may be named *Physical Labor Occupations*.

Differences in how these areas are viewed will no doubt have an influence on which ones students are encouraged to consider, how the students feel about themselves if they are enrolled in one of the areas and the zeal with which such areas are supported by all segments of the community.

Table 17. Scientific-Technical Occupations Factors

Statement		Factor-Score Coefficients
15(5)	Vocational education should offer students the opportunity to obtain job entry skills in health occupations such as practical nursing and dental assistants.	.590
15(7)	Vocational education should offer students the opportunity to obtain job entry skills in technical fields such as electronics and refrigeration.	.357
16(7)	It is important to include in the vocational education program training in health occupations such as practical nursing and dental assistants.	.641
16(7)	It is important to include in the vocational education program training in technical fields such as electronics an and refrigeration.	.513
17(3)	Graduates of vocational education programs are skilled workers.	.354
19(1)	The facilities and equipment required for vocational educator programs must be highly specialized.	.392

An appropriate title for factor 5 (see Table 18) appears to be *Activities of Influence.*

Table 18. Activities of Influence Factors

Statement		Factor-Score Coefficients
22(1)	I completed or am enrolled in a vocational education program.	.498
22(4)	Teachers and school administrators have explained or discussed the vocational education program.	.593
22(5)	I have visited or observed vocational education programs.	.501

It appears that personal and active involvement is an effective approach to influence opinion. It may indicate that other approaches have not been employed or if they have been employed they were not dynamic. Other techniques identified in the study, that did not have high loadings are more passive in nature than those comprising this factor.

Elements with high loadings that comprise factor 6 suggest that this factor may be designated, *Manual Labor Occupations*. (See Table 19).

Table 19. Physical Labor Occupations Factors

Statement		Factor-Score Coefficients
15(1)	Vocational education should offer students the opportunity to gain job entry skills in trades and industry occupations such as electricians and carpenters	.625
15(2)	Vocational education should offer students an opportunity to gain job entry skills in agriculture and agri-business such as farmers and chemical salespersons	.640
16(1)	It is important to include in the vocational education program training in trades and industry	.395
16(2)	It is important to include in the vocational education program training in agriculture and agri-business	.552

Factor 7 may be viewed as the *Pro-Practical Education*. (See Table 20).

Table 20. Pro-Practical Education Factors

Statement		Factor-Score Coefficients
5	In my opinion most public schools do not provide vocational education programs early enough	.517
6	For many students in high school there should be greater emphasis on earning a living through occupational education	.519
8	Free occupational education after high school should be available to students currently enrolled in high school occupational programs	.392
12	There should be more money set aside in the school budget for occupational education	.621

Factor 8 is composed of statements rather related to a college and university orientation. (See Table 21). It suggests that there are those who place greatest value on education only if it is higher education. It might be titled *College and University Factors*.

Table 21. College and University Factor

Statements	Factor-Score Coefficients
18(6) Career education should be taught in junior colleges and technical schools	.556
18(7) Career education should be taught in four year colleges and universities	.607
18(8) Career education should be taught in adult education programs	.400
20(1) Teachers of occupational classes should be persons who are highly skilled, have work experience, a university degree and a teaching license	.438

Post-secondary vocational education institutions would do well to make available to this segment of the population a complete description of educational programs and services available.

Factor 9, 10, and 11 had only 1-3 statements with moderate loadings suggesting they are rather weak or less than important factors. (See Tables 22, 23, and 24).

Table 22. Factor 9

Statements	Factor-Score Coefficients
1 It is more important to provide many students with a basic education of reading, writing and arithmetic than to use the time for vocational education	.368
20(2) The teachers of occupational classes should be persons who are highly skilled, have work experience, a university degree, but not a teaching license.	.494

Table 23. Factor 10

Statement	Factor-Score Coefficients
3 The results realized from vocational education programs are beneficial to the communities involved	.390
7 I should like to see the values of occupational education made known to more parents than is now the case	.350
21(1) An important use of vocational education funds is for programs and services for high school youth	.380

Table 24. Factor 11

Statement	Factor-Score Coefficients
19(2) The facilties and equipment required for vocational education programs can be adapted from those of a regular classroom	.385

Identification of these factors serves future related research in prioritizing the aspects of vocational education to investigate, and as an aid in instrument development. Allied research may wish to discuss influences that shape such opinions. An area for an experiment in change of attitude might also be suggested.

Conclusions

Based on the findings of this study the following conclusions appear warrented:

- Vocational education in Indiana is perceived more favorably than unfavorably
- Discipline areas constituting the total vocational education program in Indiana are not viewed in the same manner by the population
- Perceptions and opinions related to vocational education are influenced to a greater degree by personal and physical exposure to vocational education programs rather than through indirect more passive approaches

- School personnel, administrators, teachers and guidance counselors have a "low status" rather negative perception of vocational education

- Aspects of vocational education in Indiana about which respondents indicated indecision included; when in the total school sequence, vocational education should be offered, how up-to-date vocational education programs are, the facilities and equipment need for vocational education programs, the qualifications of teachers of occupational programs and which is most important for most students an academic or vocational orientation

- There was general disagreement that career education should be included in K-elementary.

Recommendations

As a result of the findings in this investigation, these recommendations are made.

- In-service education focused on the principles, purposes, benefits and potential of vocational education, to be directed toward school administrators, teachers and guidance counselors

- Increased attention by vocational educators to developing and implementing a promotional program that will result in direct involvement in observation or participation by the various "publics" in actual vocational education programs

- A "stepped-up" liaison with the employers of vocational education graduates in an effort to produce a more positive perception on their part regarding vocational education

- Greater effort to inform junior high school students concerning vocational education

- Assignment of a high priority by vocational educators, to effectively designed promotional activities on a regular basis.

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APPENDIX A

LIST OF COOPERATING SCHOOLS

Beech Grove Senior High School
Beech Grove Junior High School
Beech Grove, IN

Ben Davis High School
Ben Davis Junior High School
Indianapolis, IN

Carmel High School
Carmel Junior High School
Clay Junior High School
Carmel, IN

Culver Community High School
Culver, IN

Dekalb High School
Dekalb Junior High School
Waterloo, IN

Donald E. Gavit High School
Donald E. Gavit Middle School
Hammond, IN

Edinburg Community High School
Edinburg, IN

James Whitcomb Riley High School
Andrew Jackson Middle School
South Bend, IN

Princeton Community High School
Princeton Community Middle School
Princeton, IN

Valparaiso High School
Ben Franklin Junior High School
Thomas Jefferson Junior High School
Valparaiso, IN

Wayne High School
Ben F. Geyer Junior High School
Miami Junior High School
Fort Wayne, IN

Westfield Washington High School
Westfield Middle School
Westfield, IN

APPENDIX B

LETTERS, CONSENT FORMS

PURDUE UNIVERSITY
DEPARTMENT OF EDUCATION
HOME ECONOMICS EDUCATION
WEST LAFAYETTE, INDIANA 47907

Purdue University has received a grant to conduct a pilot study focused on assessing and evaluating the Public's Perception of Vocational Education in Indiana. This grant was made by the State Department of Public Instruction, Division of Vocational-Technical Education.

The public's acceptance and support of Vocational Education is essential to the continued development and progress of this important aspect of our state's educational program. Insights and trends gained from this research have the potential of a positive contribution in this respect.

selected in a stratified random sample of all Indiana comprehensive high schools offering one or more Vocational Education programs. In order to adhere to the statistical design of the study, we ask your cooperation in assisting us in completing this research.

We are aware that you have many requests for assistance and that you have heavy demands on your time, therefore, we will minimize your actual involvement as much as possible.

The collection of data will be by personal telephone interviews conducted after the school day ends in order to reduce interruptions during regular classes. The assistance we ask from you will be in the form of helping us identify the following types and numbers of respondents:

10 junior high school students
10 senior high school students
8 teachers (elementary and secondary)
8 parents of high school students
4 employers of Vocational Education graduates

Information collected from respondents from your school will be pooled and will not be identified with it specifically. The name of your school will appear in the Appendix of the final report merely as a cooperating local educational agency.

We sincerely hope that you will find it possible to participate in this research. If you agree, a member of the research team will visit your school in January on a convenient day identified by you. While there, this person will identify interview respondents. All other arrangements can be made independent of assistance from your school personnel.

A copy of the final report will be supplied to all administrators participating in the research. Again, let me indicate that all data collected will be strictly confidential and will not be identifiable with the individual respondent nor with the school.

To indicate your interest in furthering Vocational Education in Indiana and your willingness to cooperate in this research, please complete and return the enclosed form by December 20, 1975. An addressed, stamped envelope is enclosed for your convenience.

Thank you for your consideration of this request. We look forward to hearing from you soon.

Sincerely yours,

Betty A. Sawyers, Ph.D.
Assistant Professor
Home Economics Education
Purdue University

Leslie Arner
Research Assistant
Purdue University

BAS/LA:dwp
Enclosures

Administrator's Name_____

School_____

Address_____

_____

I am willing for _____ High School to participate in this research.

Dates in January convenient for researcher to visit:

_____

or

_____

I am not willing for_____ High School to participate in this research.

_____
Signature of Administrator

_____
Title

_____
Date

Example of letter to administrator for the purpose of selecting the sample.

PURDUE UNIVERSITY
DEPARTMENT OF EDUCATION
HOME ECONOMICS EDUCATION
WEST LAFAYETTE, INDIANA 47907

January 28, 1976

Mr. Edward T. Swan, Superintendent
North Gibson School Corporation
P. O. Box 325
Princeton, Indiana 47670

Dear Mr. Swan:

Thank you for your willingness to participate in the state funded research project being conducted by Dr. Betty Sawyers at Purdue University concerning the public's perception of vocational education in Indiana. I would like to visit Princeton Community High School and Junior High School on Thursday, February 5 to collect the information we need. I hope to arrive at the high school by 9:30 a.m. If this is not convenient, please contact me as soon as possible so that we can make alternate arrangements.

Sincerely,

Leslie Arner
Graduate Assistant
Home Economics Education

LA:dwp
cc: Mr. Lawrence E. Ramsey
Mr. Charles E. Smith

Dear Parent:

Our school system has agreed to cooperate with Purdue University in a study regarding the public's perceptions of Vocational Education in Indiana. As they gather information for the study, Purdue staff members will be calling several of our students and/or their parents in the afternoon or evening later this spring to ask some general questions about Vocational Education. The telephone interview should last no longer than 10-15 minutes.

Your cooperation in assisting with this study will be greatly appreciated and should make a positive contribution to continued progress in our educational program. If you would be willing to participate in this study, please complete the form and return it to the guidance office by . Thank you for your cooperation.

Sincerely,

I am willing to participate or have my child participate in the study outlined above.

_____
Parent Signature

_____
Name

_____
Address

_____
City State

_____
Area Code Phone Number

APPENDIX C

RESEARCH INSTRUMENT

INSTRUMENT

for

The Public's Perception of Vocational Education in Indiana

I am _____, a research assistant at Purdue University. I am collecting information concerning Vocational Education. Your name was selected in a random sample of_____ from the _____school corporation. We would very much like to have you react to some statements indicating how you feel about Vocational Education. The information you supply will make a definite contribution toward improving the educational programs in Indiana.

You need to know that the information you give is strictly confidential and will in no way be identified with you at any time. You may choose not to respond, or if this is a busy time for you, I will be happy to call you later at a time you prefer. It will probably take no longer than_____minutes of your time to participate in this research project.

Will you take part in this survey by indicating whether you agree, disagree, are undecided, don't know, or have no opinion about 22 statements concerning Vocational Education?

___ Yes
___ No

Thank you for agreeing to assist in this study.

I am sorry you are unable to assist us in this study. Thank you for your time and attention.

I will read a statement about Vocational Education and ask you to give me your opinion. To help you in making your responses would you write the possible responses on a piece of paper. The four choices for responses are:

No. 1 - Agree
No. 2 - Disagree
No. 3 - Undecided
No. 4 - Don't know, no opinion

Do you have these jotted down?

You may choose any of these responses. There are no right or wrong answers. Your opinion is what is wanted. I will read each statement once. If you would like me to repeat it I will be glad to do so. Before I read the first statement do you have any questions?

I will read the first statement. Please tell me if you agree, disagree, are undecided, don't know, or have no opinion about the statement.

* 1. It is more important to provide many students with a basic education of reading, writing and arithmetic than to use the time for Vocational Education.

2. Vocational Education in the public school serves to prevent high school drop-outs.

3. The results realized from Vocational Education programs are beneficial to the communities involved.

* 4. Student enrolled in a Vocational Education program are thought to be in a less desirable program than general or academically oriented students.

5. In my opinion most public schools do not provide Vocational Education programs early enough.

6. For many students in high school there should be greater emphasis on earning a living through an occupational-education program.

7. I should like to see the values of occupational education made known to more parents than is now the case.

8. Free occupational education after high school should be available to students currently enrolled in high school occupational programs.

* 9. Vocational Education is not needed to insure an adequate and efficient supply of labor.

*10. The occupational education program in high school should be geared mainly for youth of limited academic talent.

11. Both boys and girls should be encouraged to enter any of the occupational education programs.

12. There should be more money set aside in the school budget for occupational education.

*13. In my opinion taking occupational education hinders students from further education after high school.

*14. Most occupational education programs currently offered in high schools are out-of-date.

15. I will read several broad types of occupations. As you hear each one, consider whether or not you think vocational education should offer students the opportunity to obtain job entry skills in these kinds of occupations. I will read all seven to give you the entire group. I will then read each one individually for your response. The seven broad groups are:

(1) Trades and Industry such as electricians and carpenters
(2) Agriculture and Agri-business such as farmers and chemical salespersons
(3) Sales and service positions such as cashiers and stock boys

(4) Office and business jobs such as secretaries and file clerks
(5) Health occupations such as practical nursing and dental assistants
(6) Homemaking and related service occupations such as restaurant cooks
(7) Technical fields such as electronics and refrigeration.

I will now read them individually. As you hear each one would you say that you agree, disagree, are undecided, don't know, or have no opinion whether vocational education should offer students the opportunity to gain job entry skills in these kinds of occupations.

(1) Trades and Industry such as electricians and carpenters
(2) Agriculture and Agri-business such as farmers and chemical salespersons
(3) Sales and service positions such as cashiers and stock boys
(4) Office and business jobs such as secretaries and file clerks
(5) Health occupations such as practical nursing and dental assistants
(6) Homemaking and related service occupations such as restaurant cooks
(7) Technical fields such as electronics and refrigeration.

16. This next statement is related to the one you just completed. I would like to know which of the seven broad groupings of occupations you think are very important, which are fairly important, or which are not important to be included in vocational education programs. I will read all seven, then repeat each for your responses.

(1) Trades and Industry such as electricians and carpenters
(2) Agriculture and Agri-business such as farmers and chemical salespersons
(3) Sales and service positions such as cashiers and stock boys
(4) Office and clerical jobs such as secretaries and file clerks
(5) Health occupations such as practical nursing and dental assistants
(6) Homemaking and related service occupations such as restaurant cooks
(7) Technical fields such as electronics and refrigeration.

I will now read each one individually. Would you say if you think it very important, fairly important or not important to be included in vocational education progams in secondary schools?

(1) Trades and Industry such as electricians and carpenters
(2) Agriculture and Agri-business such as farmers and chemical salespersons
(3) Sales and service positions such as cashiers and stock boys
(4) Office and clerical jobs such as secretaries and file clerks
(5) Health occupations such as practical nursing and dental assistants
(6) Homemaking and related service occupations such as restaurant cooks
(7) Technical fields such as electronics and refrigeration.

17. These next questions concern your overall view of occupational programs. I will read the entire list of statements and then read each one individually. Please indicate whether you agree, disagree, are undecided, don't know or have no opinion about each statement.

* 1. Graduates of vocational education programs are generally suited only for unskilled work.

* 2. Graduates of vocational education programs work with their hands rather than their minds.

3. Graduates of vocational education programs are skilled workers.

* 4. Graduates of vocational education programs have little or no chance of advancement.

5. Graduates of vocational education programs have a variety of avenues to advancement open to them.

I will now read each one individually. Please say if you agree, disagree, are undecided, don't know, or have no opinion about each.

1. Graduates of vocational education programs are generally suited only for unskilled work.

2. Graduates of vocational education programs work with their hands rather than their minds.

3. Graduates of vocational education programs are skilled workers.

4. Graduates of vocational education programs have little or no chance of advancement.

5. Graduates of vocational education programs have a variety of avenues to advancement open to them.

18. This next statement deals with where in school sequence career education should be included. Facts that inform students about kinds of jobs and the skills needed for certain kinds of work plus opportunities to gain skill in some specific occupation may be termed career education. I will read several levels of schooling where students might receive education that would help them choose an occupation in which they could become successful.

1. Career education should be taught in kindergarten and primary

2. Career education should be taught in elementary grades

3. Career education should be taught in middle school

4. Career education should be taught in junior high school

5. Career education should be taught in senior high school

6. Career education should be taught in junior colleges and technical schools

7. Career education should be taught in four year colleges and universities

8. Career education should be taught in adult education programs.

I will now read each one individually. Please indicate if you agree, disagree, are undecided, don't know, or have no opinion whether career education should be included in each level of schooling:

1. Career education should be taught in kindergarten and primary grades

2. Career education should be taught in elementary grades

3. Career education should be taught in middle school

4. Career education should be taught in junior high school

5. Career education should be taught in senior high school

6. Career education should be taught in junior colleges and technical schools

7. Career education should be taught in four year colleges and universities

8. Career education should be taught in adult education programs.

19. This next statement deals with the kinds of facilities and equipment required for vocational programs. I will read the entire group of statements and then read each one individually. Please indicate whether you agree, disagree, are undecided, don't know, or have no opinion about each statement.

1. The facilities and equipment required for vocational education programs must be highly specialized.

2. The facilities and equipment required for vocational education programs can be adapted from those of a regular classroom.

* 3. The facilities and equipment required for vocational education programs are no different than those needed for academic classes

4. The facilities and equipment required for vocational education programs can be "borrowed" from local industry.

I will now read each one separately. Please say if you agree, disagree, are undecided, don't know, or have no opinion about each.

1. The facilities and equipment required for vocational education programs must be highly specialized

2. The facilities and equipment required for vocational education programs can be adapted from those of a regular classroom.

3. The facilities and equipment required for vocational education programs are no different than those needed for academic classes.

4. The facilities and equipment required for vocational education programs can be "borrowed" from local industry.

20. I would next like to know who you think should teach occupational classes. I will read four statements describing several levels of abilities. I will read all four then read each one individually for your response.

1. The teachers of occupational classes should be persons who are highly skilled, have work experience, a university degree and a teaching license.

2. The teachers of occupational classes should be persons who are highly skilled, have work experience, a university degree but not a teaching license.

3. The teachers of occupational classes should be persons who are highly skilled, have work experience, but do not have a university degree nor a teaching license.

4. The teachers of occupational classes should be persons who have some skill, limited work experience, a university degree and a teaching license.

I will repeat each individually. You may agree, disagree, be undecided, don't know or have no opinion about all or some of these statements concerning teachers of occupational classes.

1. The teachers of occupational class should be persons who are highly skilled, have work experience, a university degree, and a teaching license.

2. The teachers of occupational classes should be persons who are highly skilled, have work experience, a university degree, but not a teaching license.

3. The teachers of occupational classes should be persons who are highly skilled, have work experience, but do not have a university degree nor a teaching licence.

4. The teachers of occupational classes should be persons who have some skill, limited work experience, a university degree, and a teaching license.

21. I would next like you to respond to some statements which indicate how you feel about the use of vocational education funds. I will read all 5 statements then read each one individually for your response. Please indicate if you agree, disagree, are undecided, don't know, or have no opinion about each.

1. An important use of vocational education funds is for programs and services for high school youth

2. An important use of vocational education funds is for programs and services for out-of-school youth and adults

3. An important use of vocational education funds is for building new facilities for vocational programs

* 4. An important use of vocational education funds is for academic programs

5. An important use of vocational education funds is for programs and services for people with special needs.

I will now read each one individually for your responses. Please indicate if you agree, disagree, are undecided, don't know, or have no opinion.

1. An important use of vocational education funds is for programs and services for high school youth

2. An important use of vocational education funds is for programs and services for out-of-school youth and adults

3. An important use of vocational education funds is for building new facilities for vocational programs

4. An important use of vocational education funds is for academic programs

5. An important use of vocational education funds is for programs and services for people with special needs.

The next question provides factual information.

22. What factors influenced you most in the opinion you have concerning vocational education? I will read 8 factors. You may indicate more than one if it applies to you.

Did this influecne you?
1. I completed or am enrolled in a vocational education program.

Did this influence you?
2. My child or someone I know personally completed or is enrolled in a vocational education program.

Did this influence you?
3. I have read materials describing vocational education programs.

Did this influence you?
4. Teachers and school administrators have explained or discussed the vocational educational program.

Did this influence you?
5. I have visited or observed vocational education programs.

Did this influecne you?
6. General discussion and comments from community members influenced my opinion.

Did this influence you?
7. My opinion was influenced by information presented on T.V.

Did this influence you?
8. I did not know much about vocational education because I have not personally been involved, nor have I heard, seen, or read very mcuh about vocational education.

These are all of the statements I would like you to respond to. Thank you very much for your time and responses. Your cooperation has made a contribution to education in Indiana,

Do you have any questions or comments you wish to make?

Thank you again for your cooperation.

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*Items labeled "negative" to vocational education by 80 percent of the judges.

APPENDIX D

ADVISORY PANEL

PROJECT ADVISORY COMMITTEE MEMBERS

Dr. Bill Asher
Department of Education
Purdue University

Mr. Lloyd Brown
Area Director of Vocational Education
West Central Indiana Vocational Cooperative

Miss Arlene Erlick
State Advisory Council for Vocational Education

Miss Joan McTurnan
Supervisor of Home Economics
Muncie Community Schools

Mr. Roger Newnum
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